

*Parks As Classrooms*



# **SERVICE-LEARNING-----**

## **In the National Park Service**

**Advice  
for  
Teachers**

**A publication provided by the National Park Service**

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**Sponsored by the Apostle Islands National Lakeshore**

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# INTRODUCTION

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## Welcome to service-learning in the National Park Service

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If you are looking to start a service-learning project in one of America's national parks, many benefits and opportunities await you and your students. Service-learning provides students with the opportunity to enjoy new experiences, learn new skills, and put ideas and talents to work. Most importantly service-learning allows students to make a meaningful contribution to a local park. The National Park Service is committed to furthering education and outreach efforts by promoting service-learning to students of all ages. Across the country teachers and students are realizing that one of the most powerful ways to learn about America's national parks is through service-learning projects.

Service-learning requires careful and thoughtful planning. This guide will provide you with some insights into how to start a service-learning project in collaboration with the National Park Service. It is presented in a question and answer format and is intended as a general overview of the types of questions you should ask during the initial planning stages of a project. In addition you will find a sample of a service-learning project that was conducted in the Apostle Islands National Lakeshore, and a listing of resources that will help you get started. Here is a pre-view of what follows.



## Chapter 1 Preview: Frequently Asked Questions

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What is the connection between service-learning and the National Park Service? How are projects selected? Who do you contact in the National Park Service? How are projects funded? In chapter one these questions as well as others are answered.

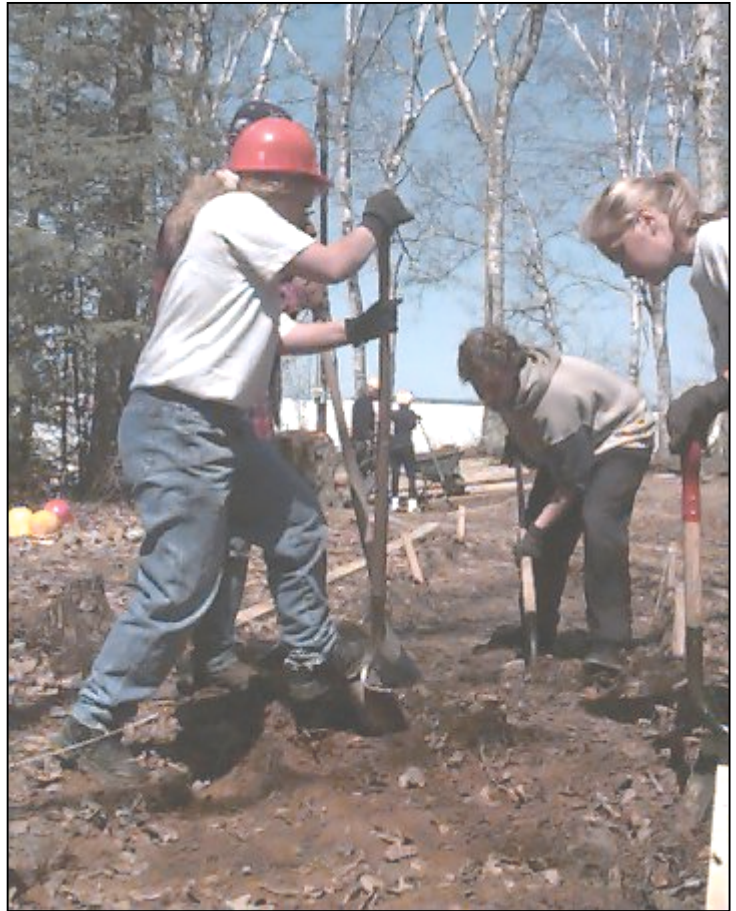


## Chapter 2 Preview: Sample Service-Learning Project

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In 1996 the White Bear Lake High School implemented a service-learning project in the Apostle Islands National Lakeshore. Thirty students and seven teachers participated in this multi-disciplinary project. The students created a web page summarizing their project. Excerpts from their work can be found in chapter two.

**Figure 1** White Bear Lake Expedition Service Students “dig in” and help the Apostle Islands National Lakeshore construct a trail at Little Sand Bay on the shores of Lake Superior in northwest Wisconsin.



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## Chapter 3 Preview: Resources for Educators

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Print Materials: Publications listed in this section include curriculum, tool kits, training guides, and project ideas that will help K-12 educators get started on a service-learning project.

Internet sites listed in this section will connect you to agencies and organizations that specialize in service-learning. Funding sources, technical assistance, and information about the service-learning community can be found here.

# CHAPTER 1

## Frequently Asked Questions



### **What is service-learning?**

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Service-learning is a method of teaching and learning that combines academic work with service to the community. Students learn by doing through a clear application of skills and knowledge while helping meet needs in the school or greater community.



### **What is the connection between service-learning and the National Park Service?**

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The National Park Service's involvement in educational programs is grounded in the mission of preserving resources and promoting their use. Through interpretive\* and educational programs, the National Park Service instills in park visitors an understanding, appreciation, and enjoyment of the significance of parks and their resources. Furthermore, these programs encourage the development of a personal stewardship ethic.

According to "National Park Service Management Policies 2001", an effective park interpretive and educational program includes curriculum-based educational programs that link park themes to national standards and state curricula. These programs usually include pre-visit and post-visit materials, address different learning styles, and provide learning experiences tied directly to clear objectives. Service-learning projects, planned and developed by educational institutions in cooperation with a chosen national park unit, are a symbiotic relationship with mutually beneficial goals.

\* As defined in the National Park Service's interpretive development program, "interpretation facilitates a connection between the interests of visitors and the meanings associated with park resources. All effective interpretation can be described as linking tangible resources (physical features, buildings, artifacts) to intangible resources (stories, people, values, ideas, systems) in order to reveal meanings."



### **How is service-learning different from volunteer service?**

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The key to service-learning is the link between service and classroom studies. In other words, student service is designed around meeting curriculum

objectives. It is an opportunity for students to learn in depth about the historical, natural, and aesthetic resources that are preserved by our national parks through classroom study and field experience. Most national parks use volunteers for a variety of purposes and each national park recruits volunteers to meet specific needs of the park. Service-learning goes one step further by requiring a link to classroom learning and meaningful reflection by the students involved in the project.



### **What are the benefits of service-learning?**

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Service-learning boosts academic achievement by providing students with the opportunity to apply academic knowledge to real-world problems. It increases student interest in their studies and exposes them to new learning opportunities both inside and outside of the classroom. Service-learning teaches civic responsibility, improves self confidence, and builds skills. Through service-learning in the national park system youth serve as resources rather than as spectators. Students learn about national parks and park issues while discovering how, as students, they can contribute, in a meaningful way, to the National Park Service mission.

The National Park Service benefits from the service project by completing activities identified in its annual plan. Whether it is the construction of a new path, cleaning up a stream, or preserving a piece of history, the service students provide can be timely and valuable to the physical, environmental or interpretive aspects of the park. The partnerships created between educators, park personnel, students, and other community groups can result in a meaningful collaborative effort. Of course the good will and public relations benefits all parties involved in service-learning, but most importantly, service to the park helps our nation preserve some of its most valuable resources.



### **What are the common elements of a high quality service-learning project?**

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A Four point test, adapted from the Wisconsin Department of Public Instruction Youth Service-Learning Guide\*, provides school districts with a means test to determine if a project meets the standard of high quality. When using this test insert the words “national park” instead of “community” and a blue print to planning a service-learning project with the National Park Service emerges. Whether done in the community or in a national park, high quality service-learning projects include the following four components:

1. Youth Involvement

- Projects are led by students with the teacher and other adults acting as guides.
- Students are involved in identifying needs and issues to be addressed.
- Students plan and run the project.

2. Community Need

- The project addresses a genuine need and the work is meaningful.
- The project was developed through a legitimate assessment of community assets and needs, including discussions with key community partners.
- Local agencies, organizations, or community groups are partners in the project.
- Others, besides the students, benefit from the project.
- The community will be a better place as a result of the project.

3. Curricular Connection

- The project supports the academic curriculum and is related to academic standards.
- The service is connected to classroom instruction and learning objectives.
- Learning outcomes are determined and measured.
- Teachers from other disciplines, classrooms, or grades are involved.
- Planning time for teachers to collaborate is available.
- Resources are available to support the project.

4. Reflection and Evaluation

- Students have many opportunities to reflect on the project through writing, discussion, and presentation, before, during and after the service event.
- Students are involved in evaluating the project's success.
- Knowledge gained from the project is incorporated into future learning and planning.

\* A Four Point Test reprinted with permission of the Wisconsin Department of Public Instruction.





### **Where can I get information about the national parks?**

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Information about the National Park Service, including where they are located and what resources they feature, is easily obtained through the Internet. The web address is [www.nps.gov](http://www.nps.gov). Those without access to the Internet can write to the National Park Service, 1849 C Street NW, Washington, D.C. 20240. Numerous guides and reference books about national parks are available from the National Park Service, as well as, in bookstores and libraries.

Educators are encouraged to contact a national park directly by telephone, in writing, or by e-mail, to request visitor information. Most parks have a standard set of brochures that will provide basic information about the park. Exploring the park as a visitor will also help teachers understand the park's location and resources.



### **Who do I contact at a national park about planning a service-learning project?**

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Once educators have selected a national park that they wish to work with, they should contact that park directly to begin the process of determining what projects would be appropriate. All inquiries regarding a service-learning program should be directed to the park's superintendent who will direct the school to the appropriate person in the park. Although there are exceptions, typically there are four divisions in each park service office:

- Resource Education: (also known as Interpretation) Responsible for the guided walks, talks, publications, displays, and education programs.
- Resource Management: Inventories, monitors and researches cultural and natural resources of the park, handles law enforcement, search and rescue, emergency medical service, and fire protection.
- Maintenance: Maintains the park structures and grounds.
- Administration: Handles personnel, purchasing, contracts, and agreements.

Any, or all of these divisions may be involved with a service-learning project. A park employee will be put in charge of the project and will be responsible for enlisting the cooperation of the divisions.



## **How are service-learning projects selected in the National Park Service?**

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The national park unit must be involved in the selection of the project. Every park has projects that are explained in planning documents. In some cases, planned projects can readily incorporate a service-learning dimension. A well-crafted service-learning project can help the park accomplish its goals. Park personnel can review these projects with educators to determine their suitability for service-learning.

In other cases, when the planned projects are not suitable, there are often less formally documented needs that a service-learning project could address. Whether the project stems from formal planning documents or from a “wish list,” the park superintendent must approve the plan.



## **When is the best time to schedule a project ?**

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A mutually agreed upon time for the project has to be coordinated between the educational group and the park. Although some projects may be arranged and accomplished with only a few weeks notice, some projects are more complicated and need to be planned months in advance.

Several factors have to be considered when scheduling the service-learning project.

- Weather: There may be seasons that are best avoided. Park personnel can give advice regarding weather conditions in the park. Even though a project is planned for the appropriate season weather may become a factor. For example high winds on Lake Superior can make travel to the Apostle Islands difficult and dangerous at any time.
- Seasonal Staffing Levels: In general, national parks have a reduced staff during the winter season. On the other hand, some parks such as Death Valley or the Everglades, are busier in the winter than in the summer.
- Park Access: Some park facilities, such as campgrounds, visitor centers, and exhibits, may be closed or inaccessible for part of the year.
- Project Duration: Can the project be completed in a short time? A lengthy project requires a sustained commitment of resources from

the school and park. Projects that overlap into the next school year require a great deal more planning.



### **How are service-learning projects funded?**

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**F**unding a service-learning project is the responsibility of the school district. In some states there are grants available for school districts through the federal Corporation for National Service. Contact your State Department of Education or regional educational services agency for possible grant sources. Please see the resource chapter of this guide for a listing of some agencies that offer grant opportunities.

**T**here are a number of foundations that fund service-learning projects. Explore the community and Internet for organizations and groups that may be interested in supporting a service-learning project or local park.

**I**n some cases the park may have funds or grants that will help pay for portions of the project. Parks As Classroom grants are available through the National Park Service and could be used to support a service-learning project. However, Parks As Classroom grants must be applied for at least two years in advance of the proposed project. The park may also donate in-kind resources such as tools, facilities, and park personnel during the implementation phase of the project.



### **What are some of the planning considerations for conducting a service-learning project in a national park?**

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*“Essentially three things can happen when students get involved in community service. First, and foremost, students can learn something about themselves, their community, and about pressing social issues. Secondly, students can learn nothing. A group can go out and feed the homeless and remain unaffected by the whole affair. Lastly, students can learn the wrong lesson... prejudices and stereotypes can be reinforced or created through unexamined and poorly planned service outings.”*

Mark Cooper, Coordinator, The FIU Volunteer Action Center (quoted from the article; [Planning Your Next Successful Volunteer Project](#))

**A**ssuring that the right lessons are learned requires good planning. Quality service-learning projects go through four phases; planning, preparation, implementation, and evaluation. Proposing a project to the National Park Service requires forethought. Having a well thought out written proposal will

help assure that the project meets with success. When planning a service-learning project, ask yourself, the park, and your group these questions:

1. Planning Phase:

- Will students be excited about the project?
- How involved have the students been in selecting the project and planning the service?
- Does the project offer opportunities for student leadership, real learning, sharing, and friendship?
- Will the service be challenging, meaningful, valuable, and necessary?
- Is it "Do-Able?" Is the project within the resources (time, people, money, and expertise) of you, your students, and the park?
- Do you have the necessary financial resources?
- Do you need to consult with park personnel, your administrator, school board, and/or school attorney?
- Is there a legitimate, documented need in the park?
- Will the National Park Service approve your project?
- Is there a potential to build coalitions with other groups in the community that have an interest in the park?
- Will it conflict with any other groups, departments, or events at school or in the park?
- Is there any opposition to the project?
- Have you done a site-visit?

2. Preparation Phase:

- Is any special training, orientation, paperwork, medical checks, fees, or background checks needed first?
- Are permits required?
- Do you have a clear work plan, understand your roles and responsibilities, and, are your students prepared for what they will experience?
- Do your students need to visit the site before the event?
- Are there any site preparation activities that need to be completed prior to the work activity?
- How will you transport, house, and feed your students?
- Is special clothing and equipment required?
- What are the safety concerns you need to prepare for?
- Have you exercised "due care" to attempt to foresee any potential dangers and taken the necessary precautions?
- Do you have medical waivers, treatment forms, and parent permission for everyone?

- Do you have an emergency communications “calling tree” procedure in place for your trip into the park?

3. Implementation Phase:

- Is there a daily schedule of activities?
- Do you have a list of names and phone numbers for teachers, chaperones, and students that you can share with the park?
- Is special transportation required in the park during the service activity?
- Is there enough work for everyone to do?
- Is there enough equipment for everyone?
- Are all the materials and supplies available?
- Are there enough chaperones and supervisors?
- Are there any procedures and equipment that will be needed in order to communicate with your group, park personnel, the school, or emergency medical services?
- Do you know the emergency medical procedures and are services available in the park?
- Do you have a first aid kit?
- Have you built in a "fun" or social component?

4. Evaluation Phase:

- Have you planned time for reflection, and evaluation before, during, and after the project?
- Have you established evaluation and assessment criteria?
- What kinds of information, data, or observations will you need to gather?
- How will you involve the recipients of your service in the evaluation of the project?
- Are there any presentations, publications, or other products that will need to be prepared?
- Will you require student journals, discussion groups, etc?
- Will there be any celebration activities or ceremonies included in your project?
- Should the media be invited?

**R**emember...Proper planning prevents poor performance!

# CHAPTER 2

## A Sample Service-Learning Project



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### The White Bear Lake Service Expedition

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In 1996 the White Bear Lake High School and the Apostle Islands National Lakeshore collaborated in providing a successful service-learning project for thirty students. What follows are excerpts from some of the products that the students and staff created. Their goal was to build a trail for the park at Little Sand Bay and use technology to catalog their experiences and reflections about serving the park. But, as many service-learning projects go, it got bigger. A second goal emerged to develop web page resources for the Apostle Islands National Lakeshore web site. As you read the writings of the staff and students you will find many references to the web page. While the students did indeed develop a web site describing their experience that was posted to the White Bear Lake School District web site for awhile, they were not able to complete resource pages for the Apostle Islands National Lakeshore web site. The students did amass a great deal of information on the Apostle Islands National Lakeshore which was handed off to the 1997 Expeditionary Team. The 1997 team took the work of their predecessors and incorporated it into a Parks As Classroom project.

Was the project a success? Undoubtedly yes! Students exceeded their original goal of building the trail, which is still in use today. As you read these pages keep in mind the following outcomes. First, the students participated in a learning experience that was deep and prolonged. This project was much more than a four day field trip to the park. It was an interdisciplinary project that required academic research, cooperative group planning, application of technology, as well as good old fashioned “hands on” experience. Second, the reflection writings and art work completed by the students reveal another aspect of their experience that is critical to the purpose of service-learning. Student appreciation for the park and the impact of this national resource on their sense of being is apparent. The camaraderie and relationships they built among each other, with park personnel, and their teachers is significant. They express a sense of accomplishment and they are proud of it. Third, note the role of the park rangers and the actions of teachers and students in relation to the guidelines and planning hints that have been provided in this guide. When White Bear Lake

took on this venture, service-learning was a relative newcomer to the school improvement initiative that is sweeping the country. Yet, the chronology of work captures the essence of what practitioners today will label as a quality service-learning project.

Now, in their own words, the story of the 1996 White Bear Lake Expedition Service Team.



## **The faculty perspective: Planning the Expedition Service Project**

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### **Faculty Perspective: Site Selection**

The selection of the Apostle Islands for our expedition was one that came out of personal faculty experiences in the area and an evolving planning process.

The Apostle Islands National Lakeshore, covers 22 islands and the adjoining mainland shore. The Apostle Islands are a five hour drive from White Bear Lake (WBL). This made the expedition site relatively close and yet far enough away to create the feelings and emotions of going to a distant place. The land and water of the Apostle Islands offers a rich diversity of flora, fauna and history that has drawn people to the area for centuries. Located on the world's largest fresh water lake, Lake Superior, the National Lakeshore is a tremendous resource and a national treasure.

Our Apostle Islands project came about during the summer of 1995 when some of our staff visited Bayfield, Wisconsin to spend a weekend sailing around the Apostle Islands. One of the stops during the weekend was Raspberry Island. On the island, we met a park ranger for the National Park Service and began dreaming about bringing up high school students to study, explore, and possibly serve the needs of the Apostle Islands National Lakeshore. We felt the Apostle Islands would provide a setting for an adventure experience that would combine academic learning, team building, expedition planning and a powerful service and adventure experience for all expedition members.

These discussions continued during the fall of 1995 when a group of teachers at White Bear Lake High School South Campus (11th & 12th Grade) were recruited to discuss designing an interdisciplinary unit, using the Apostle Islands as the theme. The teachers represented a cross section of academic disciplines, and all had training in service-learning as a teaching methodology. Using the Apostle Islands as a teaching and learning theme, the group of teachers committed to the expedition and the planning process. Faculty from the business/computer, English literature, special education, geography, art, and

family consumer science departments joined on to become part of the interdisciplinary teaching team. Our team was led by the district Youth Development Coordinator.

With the planning came the development of project goals, further contact and planning with the National Park Service, and the design of a schedule for the project. As the planning process unfolded, the more the faculty recognized how perfect the Apostle Islands were for this project.

### **Faculty Perspective: Project Selection**

There are several criteria that must be met for good practice in service-learning and thematic teaching units. Some of the criteria include:

- Meaningful service work; participation and voice by both the server and the people or agency being served;
- The use of reflection throughout the process to maximize both cognitive and affective learning;
- Academic outcomes - does the project get at the academic learning outcomes of the disciplines being represented?
- The power of the theme or unit - does it have meaning for the learner?
- Is there chance for consequential learning - are there opportunities for the learner to take risks, solve problems, work cooperatively, etc?
- and finally, Does it create a story - does the learner walk away from the experience with something (a new skill, new knowledge, an attitude, or perhaps just a story) that can be used later in life?

With these criteria in mind, thematic dreams take hold...

In our early discussions with the National Park Service, we asked the staff to consider possible areas that high school students could serve the needs of the park. We asked them to consider projects that were of genuine need and ones that might challenge high school aged students. We also asked them to consider the connection of the academic disciplines that were being represented in the project. The Chief of Resource Education for the Apostle Islands National Lakeshore, served as the liaison to the project and helped us to identify the possible service efforts. Two specific projects were identified and subsequently taken on.

The first project selected was constructing a walking trail between the Little Sand Bay Parking Lot and the historic Hokenson Fishery. This project would require studying National Park Service Trail Specifications, trail design plans, the surveying of the actual trail, digging the soil for the trail, leveling trail soil, and laying in trail border edges (2x4 boards). The trail was projected to run



approximately 200 feet. Once laid out, the trail would be filled with crushed rock.

The second project was related to National Park Service communication and publicity. Our project faculty team noted that the Apostle Islands National Lakeshore web page was very basic and could be enhanced. At the same time, the National Park Service wanted to disperse better information, with a diverse array of topics related to the Apostle Islands. Visitors who want to know about the Apostle Islands need more information. In further discussions with park personnel we decided that our students could use the building of a web page about the Apostle Islands as a research project before, during, and after the expedition. An informational web page is the result of this service goal. Most of the writing, photographs, and drawings are the work of White Bear Lake High School students. Both the trail project and the National Park Service web page link to this project are a lasting legacy of the service provided by the students.

### **Faculty Perspective: Identification of Project Goals and Objectives**

As the project was selected and plans were underway, group leaders met to discuss goals and objectives. Initially, each teacher developed goals and objectives within their area of study. Then, as a newly formed team, they compiled a list of interdisciplinary goals and objectives to achieve during this unique service-learning expedition.

#### **Goal #1**

To study and research the land, history, and future of the Apostle Islands National Lakeshore.

1. Students will learn about the Apostle Islands and the surrounding region through classroom presentations and research.
2. Approximately 30 students, representing a cross-section of the disciplines, will take part in the four-day, on-site service-learning expedition.
3. The project learner outcomes will be evaluated through student projects, presentations, discussions, and written evaluations.

#### **Goal #2**

To serve the needs of the Apostle Islands National Lakeshore.

1. Students from the various project disciplines will enhance their learning by researching and implementing projects that will help the land and the facilities of the Apostle Islands National Lakeshore.
2. Students taking part in the field experience will engage in hands-on service projects for the National Park Service.

### **Goal #3**

To develop appropriate personal and group skills needed for living and working in the Apostle Islands.

1. Students will learn Minimum Impact Camping techniques and use these techniques on the Apostle Islands Field Experience.
2. Students going on the field experience will plan, pack, and help prepare meals during the field experience.
3. Students going on the field experience may take part in a sailing experience.
4. Students going on the field experience will develop basic Sea Kayaking skills and take part in a Sea Kayaking experience on Lake Superior.

### **Goal #4**

To document the Apostle Islands expedition project for future replication.

1. The project planning team will prepare a final project report that will include lesson plans, service project reports, evaluation reports and teacher feedback.
2. The project will be documented through written materials, slides, and video.
3. This collected documentation will be put together for a one-half hour presentation that will be aired on the local community access channel.

### **Faculty Perspective: Computer Service Project**

During the initial planning for the expedition, the use of technology was proposed. The idea for the technology component was not really settled until the discussions with the park service started. The park service indicated a need for additional information to be posted on the Internet to augment the existing World Wide Web page. The National Park Service has created generic pages for all the different parks throughout the country. Because of this, the Apostle Islands National Lakeshore's web page has quality information, but not much appeal. The officials at the Apostle Islands National Lakeshore desired to have more detailed information with a more appealing layout.

Although the project was not fully defined during the beginning stages, the use of technology added another curriculum. As the planning and project definition started to come together, the technology portion became a focus. The three goals identified for the technology component were: documentation of the trip, creation and documentation of the student research of the area, and creation of informational pages for the park's use.

### **Faculty Perspective: Site Visit**

During the first weekend of March, the project leaders for this service expedition conducted a "site visit" to prepare for our field trip scheduled May 8-12, 1996. During the site visit, plans were made for four very productive days. Activities were thought out and scheduled, project planning and time frames were figured, and accommodations were explored. The group also took time to reflect and think about the valuable experience this project would provide for the students of White Bear Lake High School and for students world-wide.



**Figure 2 The Ranger Station in the Apostle Islands National Lakeshore.**



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## Students research the park: Preparing for the Expedition Service Project

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Each of the students participating in this service expedition were placed on a team. These teams of interdisciplinary "specialists" were responsible for researching topics based on the Apostle Islands area. Below are outlines of the topics that each team researched before, during and after the visit to the park.

**Team 1:** Take a walk with the wildlife, and lets go fishing! The fish are biting, and the bears are roaming!

### Topics Researched:

- Fishing Equipment of Today
- Fishing
- Kinds of Fish in Lake Superior
- Early Fishermen's Gear
- Process of Fish Harvesting
- Fishing Equipment of Today
- The Fishing Industry
- Today's Fishing Industry
- Product... What Kinds of Fish? Product Market
- Women's Role in Fishing Industry
- Future of the Fishing Industry
- Wildlife
- Animals to Find in the Apostle Islands
- Animal Population
- Endangered Species
- Food Chain
- Unusual Sightings and wildlife stories



**Figure 3:** Students gather information during visits to spots of interest.

**T**eam 2: Come join us on a boat ride through the history of shipping and industry on Lake Superior.

**Topics Researched:**

- History of the Shipping Industry
- Today's Ships on the Great Lakes
- Major Industries of Yesterday
- Major Industries of Today
- Army Corp of Engineers

**T**eam 3: Ship wrecks and light-house keepers. Why do they call it wreck valley?.

**Topics Researched:**

- Lighthouses
- Men in the lighthouses
- Women in the lighthouses
- Historic Ship Wrecks
- Weather in the Apostles
- Native Americans in the Apostles



**Figure 4:** The Park had a lot of information to share with the students.



These pages provide a summary of student activities during the Apostle Islands Service Expedition project. Six students filling the role of technology leaders are responsible for creating and editing these pages.

### **Student Perspective: Group Meetings**

The group has had several meetings. At the first meeting we went over what we were going to do during the expedition. We also went over the cost and schedule of events. It was just an informational meeting. During the second meeting we were told more specifics of trip. We also broke into small groups and discussed our individual expectations and why we wanted to go. In our third meeting we got into our small groups to find out what information each group is going to work on. Each group had to get some background information before we left for the Apostle Islands. Most of the information was to be gathered once we got to the Islands because materials were limited in White Bear Lake. We continued to have meetings on a weekly basis until the week before we left. During the meetings we worked on getting as much information as possible before we left. Our last meeting was the day before we left. We all got together and did the last minute preparations like supplies and research.

### **Student Perspective: Trip Preparation**

After having the group meetings we felt more prepared to go to the Apostle Islands. We were told that it could be very cold that time of year so we had to pack warm. We were told that we would receive a packing list but that we should also make a packing list of our own. We received the list about two weeks before we left for the trip. We also got to decide what we wanted to eat on the trip. The choices were abundant but we had to cut it down to: 4 breakfasts, 3 lunches and 2 dinners. For breakfast we chose pancakes, cereal, scrambled eggs and hash browns. For lunch we chose hotdogs, sub sandwiches and plain bread sandwiches. For dinner we planned a trip into Bayfield to eat dinner with the locals. For the other two dinners we had Spaghetti and Lasagna. The day before we left, a group of five people went to the SAM'S Club in White Bear and did the shopping. The shopping went well and we were ready for the trip.

### Student Perspective: Advance Team

On Tuesday May 7, 1996 at about 3:30 PM six members from the Apostle Islands Expedition Team left to start their adventure a day early. We arrived in Bayfield, Wisconsin about 8:30 PM and looked around at the local attractions, our group headed for Little Sand Bay where we will spend the duration of our trip. On Wednesday, May 8 the rest of the Apostle Islands Team will be arriving at Little Sand Bay. The Advance Team has a few different goals that they were hoping to achieve by going up a day early.

- To become connected to the World Wide Web, and to use the connection to contact the rest of the members back in White Bear Lake, MN.
- To begin to set up the web page that will be created about the Apostle Islands by the White Bear Lake students.
- To survey the trail that will be built by the group.
- To get settled and to set up a base camp.
- TO HAVE FUN!!!!

By about 1:45 PM on Wednesday, we were well on our way to completing our tasks. The trail was staked, roped off and ready to be completed! Base camp has been set up, accommodations are wonderful! Since there are only six students and three

leaders up here we have the whole house to ourselves. Sadly to say when the rest of the group arrives here we will have to give it up. Best of all we are all having a great time, the scenery is spectacular, the weather is beautiful, and of course the company is great!!



**Figure 5:** Members of the White Bear Lake Service Expedition advance team stop for refreshments on the way to the Apostle Islands National Lakeshore.



### Advance Team's First Night...

When you arrive at the park take a moment and just stop and look. This is what the advanced team did when we arrived. We pulled into the turn around and looked at the lake. The ice was shifting and the sounds of animals were abundant. After we unpacked we went walking in the dark to the fishery and the docks. We started on the beach and sat in the sand. It was cloudy and one star shone bright over head. We later found out it was a planet.

We were told not to use any light because we had stepped into nature and its peaceful aura. Although we did take flashlights with us, they were never turned on. After spending awhile at the fishery and the beach, we went to the docks by the visitor center. The light was so bright from the center that we lost the feeling of being in total peace with nature.

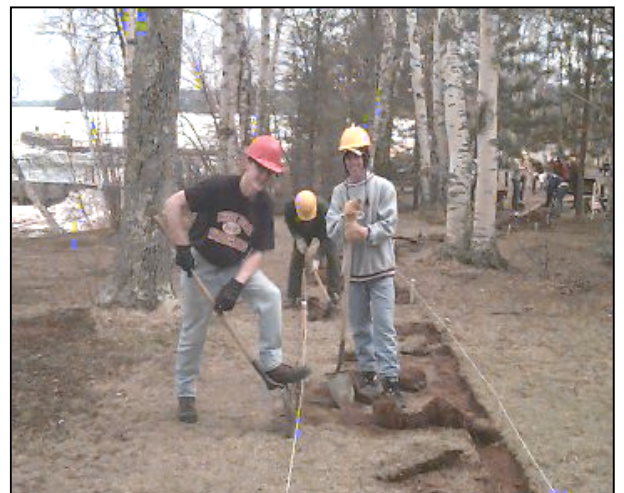


**Figure 6:** Advance team members layout the trail for the expedition team.

This morning we went into the big city of Bayfield which has a population of about 636 people. We went to the local hang out and had some breakfast. Rumor had it that everything we ate there was grown in the back of the restaurant. Later, we spent time on the docks taking pictures and working on our web pages. We had a really fun time in town and the fun kept on going.

### Student Perspective: Trail Project

As this was a service-learning project you are probably wondering where's the service in all this. Well one service is what you are looking at right now. But the other service was trail building! Usually when you mention trail building to someone they look at you with a funny face. Then you have to explain to them how we worked hard all day in the hot sun with nothing to eat and only water to drink. As we worked in this frigid atmosphere the



**Figure 7:** The rest of the team arrives and get right to work.



only things we had to work with were hand tools and a stick. It really wasn't that bad. We worked with a trusty shovel and team work! Everyone put in a lot of work to get the trail built. We worked so hard on the trail we were able to almost complete another trail. The national park maintenance crew was somewhat impressed



**Figure 8:** The finished trail waiting for gravel.

that we were able to complete so much, and that we worked together

so well. We completed everything except laying the gravel down because it didn't arrive until the day after we left. If the gravel had been there I think we would have been able to finish at least the first trail.

I can't express this enough, TEAM WORK IS THE KEY!!! Team work is the key to anything you do during the course of the day, or your life. Remember it!

### **Student perspective: Technology**

We brought various items with us to set up a computer lab. We brought four laptop computers, two digital cameras, a scanner and a printer. Using this equipment we were able to create web pages by typing our copy and placing the pictures we took of various items using Hyper Text Markup Language (HTML). It took many hours just to get the pages started because we had to lay out the design and make it look just the way we



**Figure 9:** Part of the computer lab we set up at the Ranger Station in the park.

wanted. Once we all had our jobs to do, we started to build different pages about the different areas of the Apostle Islands. We were able to upload information from one of the laptops that had access to the internet while we were in the Apostle Islands to the server back in White Bear Lake.

The digital cameras were the biggest hit while we were up there. Everyone wanted to use the cameras and take pictures. There were so many pictures coming in we had to retire the cameras for a day so we didn't fill up the hard drives on the computers. We got some really nice pictures though, some of which we used in this publication. The scanner came in very useful because we were able to scan in the drawings made by some of the people. Some of them are really good. You should check them out.

All of the work wasn't completed up at the Apostle Islands though. In fact, a lot of this work has been done back at White Bear Lake in the high school computer lab. That is where all the major construction of these pages has been completed. Long days after school, plenty of hard work and determination by dedicated students, who put their heart and soul into these pages, gives you an idea of how all this was created.

#### **Student Perspective: What Were Our Overall Goals?**

Before we left on this expedition, everyone who was involved had two basic goals: A) Building the trail for the Apostle Islands National Lakeshore; and, B) Creating the pages you are looking at.

The goal of building the trail and finishing it were very realistic after just a few hours of work. Everyone worked together so well and we were so focused on the goal that we finished the trail much sooner than originally planned. After talking with their superiors, the park maintenance people cleared us to stake out and start a new trail which we were also able to work on.

The second goal of creating the web page was not as quick to be finished as the trail was. Several computer students were on the trip to teach us how to create the web pages. While we were up there, we did not get much writing done. Instead we



gathered information and took pictures with the digital cameras. After taking all the pictures and gathering the information we had

**Figure 10:** Working on our research and web site back at school.

to edit it all, which took us a really long time. We started research on this project in mid April, went on the expedition in early May, and didn't finish the editing until late September. Overall it was a lot of work but also fun, and in the end we were able to realize both goals.

### **Student Perspective: Overall What Did We Get Out Of It?**

**W**hat did we get out of this project? Everyone who was involved in this project got different things out of it, but the two main things we got out of it were: teamwork and knowledge of new technology.

**F**irst we all learned how important teamwork is to a project like the one we were doing. If not for how well we worked together, we would have never accomplished the goal of finishing the first trail, and we would have never started the second trail. Everyone learned that teamwork is very important to a project like this.



**Figure 11:** The 1996 White Bear Lake Expedition Service Team

**S**econd, everyone learned something new as far as technology goes.

We all got to use the digital cameras, and computers, and learned how to connect them all together to create the web pages. Overall, everyone who went on this trip learned something new as far as technology goes.

**T**hird, we learned a lot about the Apostle Islands. It was so quiet and so peaceful. The people in the park knew a lot about Lake Superior. Even though it was cold, it was an awesome place to be.



## **Our Reflections... From The Apostle Islands Service Expedition**

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The following pages are dedicated to the students and staff who participated in the Apostle Islands Service Expedition. It is a space where their thoughts and ideas can be shared with all.

### **Some writings on our experiences at the Islands...**

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#### **Morning in the Apostles...**

It's early in the morning, and I'm in the Apostles...

The land is so quiet, yet the ice on the lake won't let it sleep...

The snow still on the ground proves the pace of time's step is "steady as she goes"...

Plants and animals and people all wait for a sign to wake up, maybe a ray of sun light is all it will take...

The vast great lake which has been captive for so long, is struggling free with all of it's might...

The peacefulness here is overwhelming, I only wish it would last...

It's early in the Apostles, and I'm glad I got up...



6:15 a.m. 5/7/96 JTB.

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#### **Away from it all...**

Away from it all the pressures of city life. Knowing that having the feeling your in touch with yourself. Knowing that you can have total awareness of things around you without people wanting you there to do things for them. Being away from it all is an experience everyone should do every now and then.

5/8/96, JRM.

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#### **Destruction**

"Without a doubt," people say "Let's build this today." Except Mother Nature.

TP

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### Silent Subtleties

Away from the restrictions that bind your soul. You are able to let yourself feel.  
You can now look and really see, hear and really listen. A step out of the box.  
Your eyes focus on the little things that are yet so big that you need to stop and  
move closer. Silence is strong. It hangs in the air. The beauty of hearing the  
tiniest crackle of ice moving along the water.

Each moment turns up a new thought, a new feeling of letting go. It seems a  
dream, yet feels so real. If you don't look you won't see the beauty of simplicity.  
Sitting so quietly, you can hear your own rhythm. You can experience a quiet  
still of your mind. Nature's subtle treasures can be missed altogether, or fully  
taken in.

Sit back and enjoy the walk.

5/8/96, CA.

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### The All Mighty Lake

As the birds chirp  
and the stream runs down  
through the melting snow  
and down to the All Mighty Lake

The sun rays sparkle  
and burns the ice  
on the All Mighty Lake

Crack, smash  
the mammoth sheets of ice  
collide with fury  
in the All Mighty Lake

After All,

I have become  
One  
thanks to  
the All Mighty Lake

TP





### What's Going On???



I sprout out of the ground  
and what I see is more  
nature all around me.

I sprout out of the ground  
and what I see is  
people respecting me.

I sprout out of the ground  
and what I see are  
people starting to destroy me.

I sprout out of the ground  
and what I see is  
people's pollution all around me.

I sprout out of the ground  
and what I see is  
people killing me.

I sprout out of the ground  
and what I see is  
people driving over where I used to be.

Now I rest in Chaos.

5/9/96 TJP



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### Total Peace

We thought we needed awhile longer to be at total peace so we went to the end of the docks and laid down. Our group of nine was looking at the stars which were abundant and the whole place was silent. The only light we saw was a red flash then a green flash every 5 seconds for the boats on the lake. The lights were like a heart beat always constant, always there, and very soothing yet very bright. After looking at all of the wonderful stars we talked about what we expected. We all sat in a circle and talked like we were all friends since birth. When you're sitting in total silence in nature you open up some how.

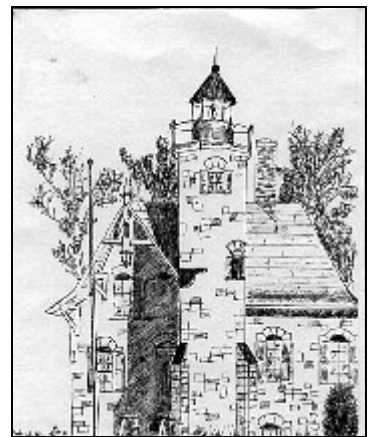
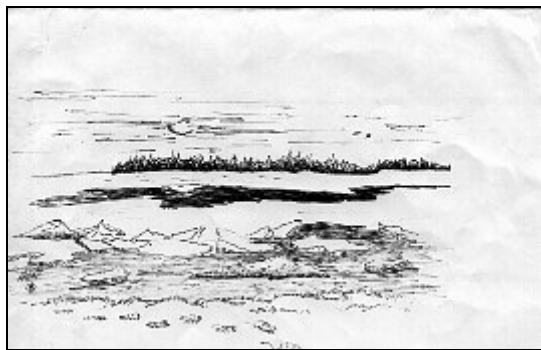
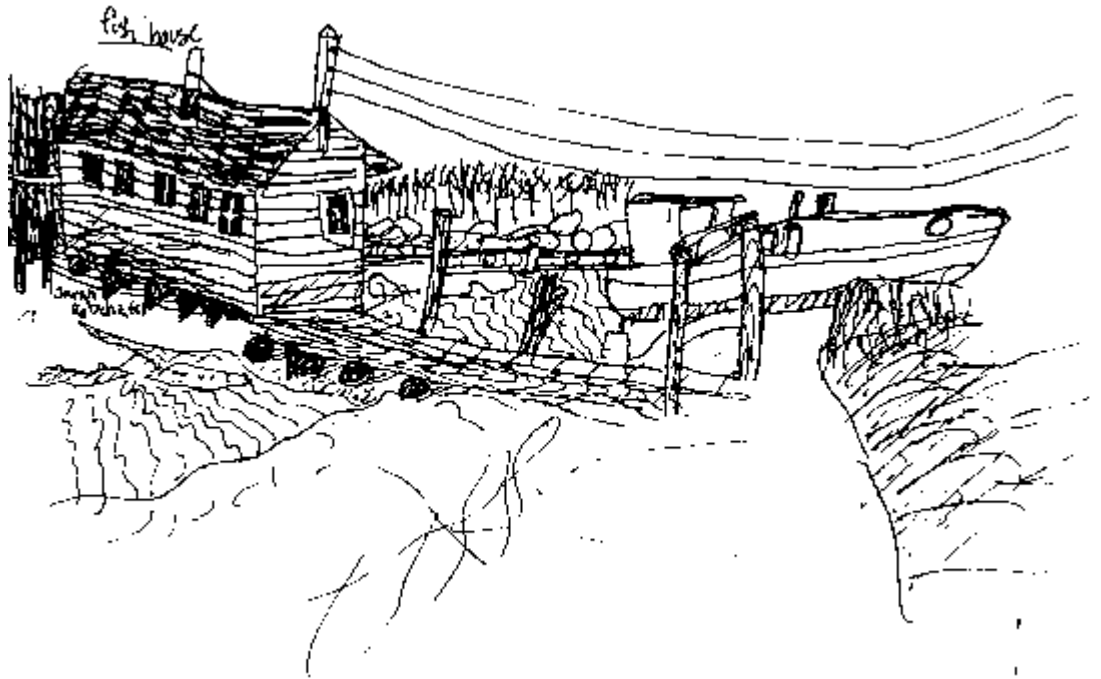
I put this out as a challenge for everyone to think of when you arrive and see what happens. I know what happened to me. Last night for about an hour a group of three of the team members went out in the cold and sat on the rocks off the end of the dock. We went out there to be alone for awhile and to find some peace with the world and to talk together. We all found that spot when it really doesn't matter who you are or what you do, but all that really matters is what happens when you are alone with two other people and at peace with yourself.

5/8/96, CH.

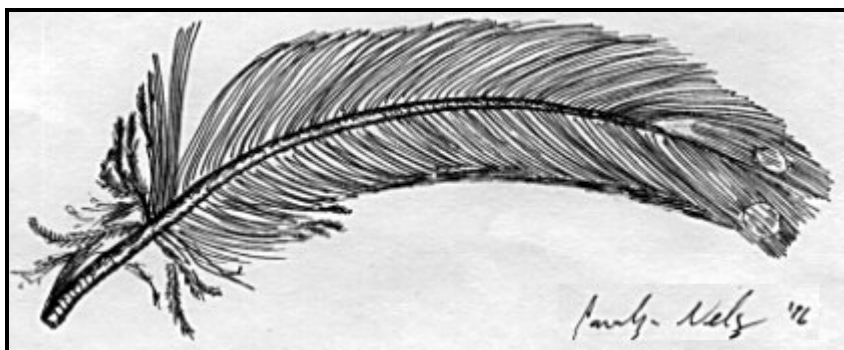
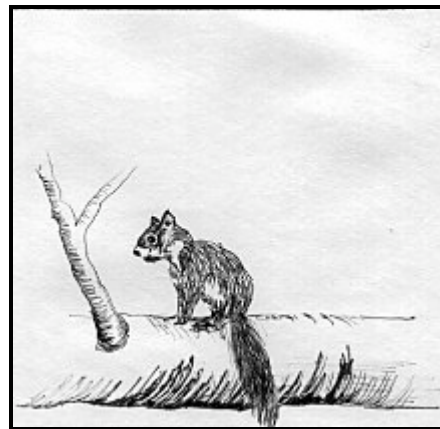
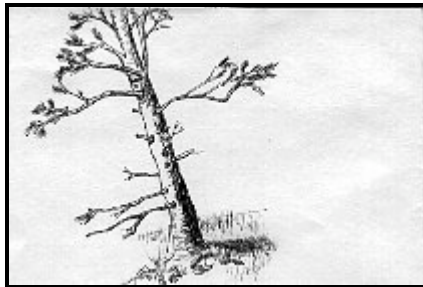


## Student and Staff Art Work

This is a collection of some of the art work that the students and staff drew as a result of their trip to the Apostle Islands National Lakeshore.







# CHAPTER 3

## Service-Learning Resources



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### Publications

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Growing Hope: Sourcebook on Integrating Youth Service into the School Curriculum. Rich Willits Cairn, and Jim Kielsmeier, editors. National Youth Leadership Council (NYLC), 1991. 260 pages, paperback. \$23. Contact 612/631-3672.

The book is designed for educators beginning or expanding curriculum-based youth service programs. It offers background, comprehensive definitions, rationale, nuts and bolts implementation help, sample program materials, forms, and resource materials. More than 70 photos and graphs, a topical index, cross references, and names and addresses of contacts are provided.

Effective Service-Learning Series. By Irving H. Buchen and Carl I. Fertman. Warminster, PA: Mar-Co Products, Inc., 1443 Old York Road; 800/448-7197.

The Generator: National Journal of Service-Leadership. (Winter, Spring and Fall), 8 pages. Subscription available with NYLC membership; back issues \$4 each. Contact 612/631-3672.

This journal presents current thinking and information on youth service policy and program developments. Articles are by educators, policy makers, and youth.

### Joining Hands Community Service-Learning Resource Kits

These kits provide K-8 teachers with extensive resources for planning and conducting quality service-learning projects. The kits focus on six themes (environmental, intergenerational, health-safety, poverty-hunger, animals, and school community) at two levels (K-3 and 4-8). Each kit comes in a roomy zippered bag and contains a resource binder, children's literature books on the theme, and resource books. Each kit costs \$99, plus shipping. Call 800-369-IOWA.

Learning by Giving. NYLC. \$43. Contact 612/631-3672.

This K-8 curriculum guide comes in an easy to use three-ring-binder format.

Learning through Service: Ideas from the Field. Palo Alto, CA: Service Learning 2000 Center, 1994. 24 pages. \$10. Contact 415/322-7271.

The 20 real-life service-learning programs described range from a third-grade community garden to a 12th-grade American democracy project. Included are an introduction to service-learning and reflections on elements of high quality programs.

Enriching the Curriculum through Service-Learning. Carol W. Kinsley and Kate McPherson, editors. Alexandria, VA: Association for Supervision and Curriculum Development, 1995. ASCD stock number 1-95057. 140 pages, paperback. \$15.95. Contact 703/549-9110.

This practical guide describes specific projects that have enhanced student learning. It also discusses how the service-learning approach can change a school's culture so that it becomes a partner with the community while involving students in hands-on learning, problem solving, and application of academic knowledge.

Legal Issues for Service-Learning Programs. Community Service Brief series. Nonprofit Risk Management Center, 1994. 27 pages. Contact 202/785-3891, or ask your local library to request it from the Reference and Loan Library.

This booklet covers legal liability fundamentals, injuries to students, legal limitations on service-learning, risk management, meeting obligations, and items to review with a risk manager or legal counsel.

"A Special Section on Youth Service." Joe Nathan and Jim Kielsmeier, editors. Phi Delta Kappan (June 1991), 34 pages. \$3. Contact NYLC, 612/631-3672.

Included are eight current articles from national leaders in the field of service-learning.

National Community Service Trust Act of 1993 (PL 103-82). Contact the Corporation for National Service, 202/606-5000, for information about the Act and federal funding.

National Service-Learning Clearinghouse. Contact 800/808-SERVE (7378).

This organization's mission is to provide the leadership, knowledge, and technical assistance necessary to support and sustain service-learning programs with six primary audiences-Serve-America grantees and sub-grantees, K-12 teachers and administrators, community-based organizations, colleges and universities, state and local officials, and the general public.

Route to Reform: K-8 Service-Learning Curricular Idea Book. Roseville, MN: National Youth Leadership Council (NYLC), 1994. 128 pages. \$15, or \$25 with the video described below. Contact 651/631-3672.

This book offers year-round service-learning curricular ideas. Gleaned from NYLC's nationwide network of 38 Generator Schools devoted to furthering service-learning, the book also includes ideas from the Minneapolis-based six-week summer program "Walk About." This teacher-written collection of ideas offers two- to three-page summaries of ideas that have worked in settings from New Mexico to Michigan. Annotated bibliographies are included.

Route to Reform: Service-Learning and School Improvement. Roseville, MN: NYLC, 1994. Video, 20 minutes. \$15, or \$25 with the book described above. Contact 612/631-3672.

The program explores successful service-learning curricula at three sites: an elementary school in Washington state, a middle school in Minneapolis, Minnesota, and a high school in East Peoria, Illinois. Teachers, students, and administrators discuss the effects this teaching methodology has had on their schools and lives. From a refurbished school/community courtyard to a river project to a whole-school integration model, these sites represent some of the best practices currently underway nationwide.

Service-Learning in the Middle School Social Studies Curriculum. Palo Alto, CA: Service Learning 2000 Center, 1993. 85 pages. \$25. Contact 415/322-7271.

This publication is a gold mine of concrete suggestions for tying service into the seventh and eighth grade social studies curriculum in California. A revised version of Jill Addison-Jacobson's master's thesis, it includes a literature review and an overview of service-learning.

Teaching Young Children through Service: A Practical Guide for Understanding and Practicing Service-Learning with Children Ages 4-8. By Ann Shoemaker. Contact NYCL at 651/631-3672.

Things That Work in Community Service-Learning: Volume 1. Springfield, MA: Community Service-Learning Center. \$25 plus \$5 shipping. Contact 413/734-6857.

This instructional manual illustrates many ways in which service-learning can be infused into secondary education. Among subject areas covered are English, social studies, home technology, music, math, foreign language, and psychology.

The Training Toolbox: A Guide to Service-Learning Training. Baltimore, MD: Maryland Student Service Alliance. Contact 410/333-2427.

Materials available include a video, a teacher training manual, a project plan book, motivational posters, and service-learning curricula for elementary, middle, and high schools as well as special education classes.

Youth Service: A Guidebook for Developing and Operating Effective Programs. By Dan Conrad and Diane Hedin. Washington, DC: Independent Sector, 1987. 72 pages. \$12.50. Contact 301/490-3229.

The authors offer step-by-step help and advice on how to set up a school-based service program.



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## Internet Links

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*The National Service-Learning Exchange ([www.nslexchange.org](http://www.nslexchange.org)):* The Exchange, a project of the Corporation for National Service, provides you with easy access to service-learning veterans who can answer your questions and provide suggestions and guidance. You can reach The Exchange at (877) LSA-EXCHange or [exchange@nylc.org](mailto:exchange@nylc.org).

*Finding Your Way on the Web ([www.learningindeed.org/map.html](http://www.learningindeed.org/map.html)):* Finding Your Way helps teachers (and others!) find their way to service-learning resources available on the internet including free, downloadable

curriculum, research and funding information. This resource is designed to make it just a little easier for teachers to find what they need to incorporate service-learning into their curriculum.

*National Service-Learning Clearinghouse ([www.servicelearning.org](http://www.servicelearning.org)):* A clearinghouse of resources for K-12 educators interested in developing service-learning programs.

*National Service Resource Center ([www.etr.org/NSCR](http://www.etr.org/NSCR)):* NSRC is a training and technical assistance provider to programs funded by the Corporation for National and Community Service. A project of ETR Associates in Scotts Valley, California, NSRC is your one-stop shopping destination for all kinds of information specific to community service programs.

*The Corporation for National and Community Service ([www.cns.gov](http://www.cns.gov)):* is the federal agency that funds national service programs, including *Learn & Serve America* ([www.learnandserve.org](http://www.learnandserve.org)), AmeriCorps, VISTA, and Senior Corps.

*Do Something! ([www.dosomething.org](http://www.dosomething.org)):* The goal of this organization is to "inspire young people to believe that change is possible," and to "train, fund and mobilize them to be leaders who measurably strengthen their communities."

*The National Youth Leadership Council ([www.nylc.org](http://www.nylc.org)):* is a national organization devoted to engaging young people in service to their communities.

*National Park Foundation ([www.nationalparks.org/npf](http://www.nationalparks.org/npf))* is a non profit organization charged with aiding the U.S. National Park Service. This site will provide a guide to grant programs associated with the National Park Service.

*Parks As Classrooms ([www.nps.gov/interp/parkclass.html](http://www.nps.gov/interp/parkclass.html))* Resources found here include curriculum based education programs that are available through the National Park Service.